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ABSTRACT

The manual of administrative guidelines outlining program organization for the education of the mentally retarded in Kansas presents standards of program organization and operation and plans for implementing specified services for the various levels of mental retardation. Part 1 of the manual, detailing program organization, covers program philosophy and major goal, administrative structure (scope and sequence outline of administrative levels of instruction for the trainable and the educable mentally retarded), administrative organizational variations (teacher units and other specialized personnel or related administrative organizational units), and program facilities, particularly suggestions for learning centers within facilities for the retarded. Part 2 describes the statewide program of curriculum development and instructional improvement, emphasizing the administrative structure for statewide implementation of the Kansas Plan. A summary of administrative regulations for establishing public school programs for the retarded in Kansas constitutes the third section of the manual. (KW)

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# KANSAS PLAN:

## *For Program Planning and Development in Education for the Mentally Retarded*

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# Foreword

The field of mental retardation, particularly the educational aspects, has moved ahead with amazing rapidity during the past decade.

Education is purported to be a lifelong process for adaptation or change resulting from one's reaction to situations or stimuli. With reference to this concept, we in the State Department of Education are grateful for a special education enabling law that gives latitude for change. These early lawmakers had sufficient vision to provide a broad framework for functional program standards in all areas of exceptionality.

Most educators are aware that the mentally retarded are not a total homogenous group but have individual needs and abilities, too. These standards of program operation for the various levels of mental retardation are written with the educational needs of the children in mind. Through field testing and direct input by the teachers and administrators, it is hoped that workable guidelines have been developed in order to produce better learning and teaching.

JAMES E. MARSHALL, *Director*
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# Preface

Current trends in education administration require accountability. Program development, then, moves beyond that of numbers of service units and/or numbers of children and youth served. This extra dimension in program development is that which specifies what service will be provided and a plan of implementation. Therefore, numbers of children and youth served and/or numbers of organized programs is not sufficient evidence of administrative responsibility for complying with the education mandate. In short, administrative guidelines in education must show what change is desired and a framework within which this change can be brought about by joint state and local effort.

Because of the above facts, program guidelines, related supplementary literature, and field procedures for the program area of mental retardation are and will continue to be field developed with consideration for:

1) range of administrative organizations for service programs which are eligible for approval in order to provide for differences as well as similarities in all areas of the state,
2) planning by objectives in order that state and local objectives may be related yet permit local and/or regional design of objectives which are based on the unique needs of the service area,
3) upgrading of instruction through implementation of new technology and procedures,
4) strengthening of existing and developing new local and regional leadership personnel with greatest emphasis on the teacher as an agent of change.
5) coordination of effort in order that practice and procedures of all areas and regions be available for strengthening programs on a statewide basis, and
6) minimum standards for program approval in order to guarantee some degree of quality with provisions for assisting schools in exceeding the stated minimum requirements of program operation.

Program organization as outlined in this manual has resulted from one-to-one consultation with a geographic sampling of local superintendents, directors of special education, coordinators of programs in mental retardation, teacher leaders, and teacher trainers. In addition, working copies of sections of the manuscript were presented to inservice training groups of teachers, directors of special education, teacher trainers, and representative of the Kansas Association for Retarded Children for their reaction and/or recommendations. Establishment of a relationship between public school programs and residential programs was accomplished through the use of the first copy of the manuscript in reaction sessions with education staff in a residential setting in developing program scope and sequence and related learning centers.

Special recognition and appreciation is extended to the many local classroom teachers, teacher leaders of curriculum study groups, directors of special education, coordinators of programs for mentally retarded, and school superintendents who as well as teacher trainers and lay groups provided specific suggestions and/or reactions to the approaches and concepts being developed while the manuscript was in preparation. Since it is not possible to include a listing of all who provided this type of assistance, special recognition is being given to those who assisted during the final phases of writing. Individuals who worked to finalize the manuscript were Raymond Feltner, Director of Special Services, Hutchinson, Kansas, who was chairman of Kansas Council

of Administrators of Special Education; Elwin Cabbage, President, Kansas Association for Retarded Children; and staff of the Education Department, Kansas Neurological Institute, Topeka, Kansas.

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# PART I—Program Organization

## *Program Philosophy and Major Goal*

The structural framework for a comprehensive statewide mental retardation education program is given in the philosophy and related major program goal. This statement defined the role of education in statewide mental retardation planning. Since its inception, it has appeared in related department literature.

### Statement of Philosophy

Education is that process which helps the individual acquire knowledges and skills necessary to understand his environment and to identify parts of his environment which can be changed to make living more pleasant for himself and others. The individual then utilizes these acquired knowledges and skills to formulate and implement approaches to bring about changes in his environment and to make adjustments to those parts which he cannot change.

Education's role with the mentally retarded becomes special in that the individual has an additional problem —that of his handicap, mental retardation. As a result, he is limited in the amount, depth, and types of knowledges and skills which he can acquire and use effectively. This quantity and depth affects his ability to analyze the situations in which he finds himself in his environment and his creativity of thought which is required to bring about environmental changes. Therefore, the special education program becomes that of a planned structure to prepare the individual to adjust to and make minor changes in his multiple environments rather than to attempt to bring about major environmental changes.

This statement emphasizes that professional educators must assume a major responsibility in the education and training of the retarded individual for both his present and future independent, semi-independent, or semi-dependent role in society. Special education teachers of the mentally retarded maintain daily contact with the individual over a period of years. They therefore become the representatives of the professional discipline in the best strategic position for making the greatest impact on the individual's education and training.

### Major Program Goal

The major program goal is to assist the individual in the development of a repertoire of behaviors for a semi-independent or independent role in society (educable) and/or a semi-dependent role in a sheltered environment (trainable). Each phase of the program is concerned with a problem-solving approach that is directly related to long-range goals and to adult living. The curriculum should emphasize the reinforcement of processes, concepts, facts, values, and skills in multiple environments.

## *Administrative Structure*

Administrative levels extend from pre-school through post-school programs for adult living. The philosophy and overall program goal provide the framework in which the administrative levels of instruction can be developed. Each administrative level of instruction represents only one part of the total education service. Therefore, each special education teacher should relate the program which they provide to all other instructional levels in the administrative organization.

Administrative levels of instruction designate the range of environments in which most individuals at that level should be expected to function with some degree of independence. In addition to the learning situations in which the learner is striving for independent behavior, he will also require instruction in situations in which he may be functioning on a dependent or semi-dependent basis. Therefore, at a given time each learner will exhibit dependent behavior in some situations, semi-dependent behavior in other situations, and independent behavior in yet another set of situations.

Administrative levels of special education are important to curriculum programming; but the number of special age groupings may vary within a school district or cooperative district arrangement. Areas with a large concentration of mentally retarded may need to organize as many as six levels of instruction for the educable mentally retarded school age learners and four or five levels for the trainable. An area with a smaller mentally retarded population may need only three levels for the school age educable and two for the trainable.

Regardless of the number of levels established, the local administration should work with the available staff —his own or that of a larger cooperative multiple district—to provide the most realistic program unit possible. Educational services for a district may then result through cooperative program arrangements with other districts. The location of attendance centers in cooperative programs should depend on population concentration, and shortest and most convenient means of transportation for individual learners, and facilities that at least meet the minimum standard.

## Scope and Sequence Outline of Administrative Levels of Instruction for the Educable Mentally Retarded

**Preschool**—Chronological age five or less

The learner in his immediate environment. Emphasis is placed on relationships to specific things, people and places through the use of language and sensory motor actions.

**Primary Level I**—Chronological ages 6-9, possibly 10

The learner in his immediate environment of home, school, and his immediate surrounding neighborhood. Emphasis is placed on auditory and visual perception (both gross and selected fine sensory motor skills), initial academic skills, and related practical aspects of daily living.

**Intermediate Level II**—
Chronological ages 10-12, possibly 13

The learner in his widening community environment of home, city, or region. Concentration is placed on beginning phases of more independent movement in the larger community, the development of fine sensory motor skills, and basic academic skills which reinforce the practical aspects of daily living. It is at this level that the greatest concentration is placed on the acquisition of basic academic skills.

The individual in a rural area relates to objects, elements, events, or circumstances on a regional basis much earlier than the individual residing in a city or a large suburban area.

**Junior High Level III**—
Chronological ages 13, 14, possibly 15

The teenage learner in his larger community environment—home, community, region, state and nation. Emphasis is placed on more independent reinforcement of academic and social skills in various environments, beginning phases of work experience activities in on-campus situations, and participation in specialized areas of the regular school curriculum chosen on an individual basis.

**Senior High Level IV**—
Chronological ages 15 or 16-18, 19, possibly 20

The senior high level is a transitional program for the older teenage learner. It moves him from the structured educational setting to more independent adult living through a program which previews adult living in the larger community. Emphasis is placed on the continuation of individualized enrollment in selected specialized courses in the regular school program, selected programs using adult living behavioral objectives in practical aspects of daily living, and work-study and/or specialized job training skills which prepare the learner for entering the world of work.

This change of emphasis requires that the senior high program move from the limited scope of a work-study program to adult living. Work-study should continue to be one phase of the program but not the major focus. As one part of the total structure, it will be emphasized later in the high school program. It must also continue as a part of the postschool program if it is to be of value to educable mentally retarded persons.

**Postschool Level**—Chronological ages 19, 20 and above

Postschool education deals with learners as adults in the larger community. It emphasizes selected specialized vocational training beyond that previously taken, and adult training in night or day school for special problems related to independent community living. These courses could be part of a specially-developed regular adult education program.

## Scope and Sequence Outline of Administrative Levels of Instruction for the Trainable Mentally Retarded

**Preschool**—Chronological ages 3-4, and 5

Emphasis is placed on personal development in a dependent environment. The student learns daily living situation relationships through verbal communication and gross sensory motor activities as well as tactile, auditory, and visual perception.

The daily living situation relationships are concerned with things, individuals, and places in the learner's environment and his relationship to them. Although formal training must be highly structured, it should provide opportunities for the learner to semi-dependently explore his environment. This approach permits reinforcement of the learner's knowledge, skills, and related concepts.

Part of the training should be provided in a specially-designed instructional setting; but if it is to be meaningful to his daily living, there should be opportunities for reinforcement in other surroundings. This reinforcement should be provided in the home and immediate community of the learner.

For the very young, the program should be provided by a discipline other than education or a joint arrangement between education and another discipline. It should be conducted in a range of activity areas, both indoors and out. These areas should provide opportunities for large gross sensory motor development, individual as well as group activity, and phantasy play for language experiences and sensory motor development.

**Children's Program Level I**—
Chronological ages 5 or 6-10, possibly 11

Emphasis is on the learner in his immediate environment and his relation to persons, situations, and things with which he has daily contact. Most important is the development of self-help skills; oral communication, tac-

tile, visual and auditory perception; and sensory motor skills. Since this level provides the basis for the highly selective academic program at the next level of instruction, there should be a highly structured sequential program leading directly into a limited program of academic skills.

Sensory motor activities continue gross motor development, but they should also move toward developing finer motor coordination. The activity situations should use higher mental processes, *i. e.*, sorting by function or kind; matching by form or shape as related to single word or phrase configuration; discrimination as to size, weight, sound, and amount. Other fine sensory motor activities not as closely related to a higher mental process are buttoning, fastening, tieing, lacing, latching, closing, zippering, stirring, cutting, coloring, and beginning writing through tracing and reproducing shapes, forms, and lines.

**Middle Years Program Level II—**
Chronological ages 11 or 12-13 or 14

The Middle Years Program Level II is concerned with learners in a semi-dependent role in the larger community. It continues the higher development levels of previous programming but initiates basic academic skills for semi-dependent living and individual movement in problem situations in both the immediate and larger community.

Basic academic skills include development and comprehension of a sight vocabulary related to experience chart stories, labeled items and objects in the educational setting, pictured and written directions, and beginning readers. In mathematics, instruction includes practical use of the number concepts of money, time (clock and calendar), grouping, and size and amount. The language arts continues to emphasize oral communication and listening skills but also stresses writing names, simple problems, and words, phrases, or sentences which have meaning to the individual.

The continuation of sorting, matching, comparing, and assembling should be accented as well as practical arts which stress creative mental development in the use of a range of media.

**Teenage Program Level III—**
Chronological ages 14-16 or 18

The Teenage Program Level III is a transition program which moves away from the more structured semi-dependent role of education. In this transition phase, the learner must recognize the need for special assistance in specific situations and his responsibility for learning how and where assistance is available. The learner will be capitalizing on previously learned skills and concepts relating to his general knowledge of his environment and his ability to move with independence within it.

Educational training assists the learner in comprehending a larger sight vocabulary for labeling and describing. Mathematical concepts involve acquiring expanded skills related to the use of money, time, size, and amount. This level places emphasis on the ability to listen and convert instruction into "doing" skills. Earlier learning is reinforced as the learner moves toward a more independent activity and action which provides a preview of adult living in a dependent or semi-dependent environment.

At this level, workshop personnel and education personnel should work closely to determine work potential and the need for additional training prior to or during the beginning of workshop participation. The length of time in the education program will depend on the learner's ability for movement into both the work training and employment phases of workshop activity.

**Postschool: Adult Living and Sheltered Work Program**—Older teenagers and adults

In the postschool program the learner moves full time in a highly-structured and supervised work program which includes the sheltered workshop and sheltered community situation. The extent to which each individual participates in the sheltered workshop activities or the structured community work situation depends on his ability to function at or near a semi-independent level. Members of this group should live in dependent or semi-dependent living situations. Work should either be in a sheltered activity program where production is not a major emphasis, a semi-dependent sheltered work situation where production is important, or community work. Recreation and leisure are part of the living situation and community activities.

The major responsibility at this level rests with a discipline other than education. There needs to be a plan for some continuing education other than that directly related to specific job skills. Education might establish an approach similar to adult or basic education courses. This approach could result in evening instruction in selected areas or short duration instruction within a sheltered workshop setting.

## *Administrative Organizational Variations*

A wide range of administrative organizations are currently in existence in programs approved for both the educable and trainable mentally retarded. As the total practice of the education and learning process undergoes change, variations of the existing patterns will probably be developed further and totally new forms of organization will emerge.

The following descriptions of personnel who would provide the education service program include position responsibilities. These responsibilities determine the form of administrative organization to be established. Perhaps only a limited number of school districts or

cooperative multi-district programs would utilize most of the suggested staff positions. The administrative organization of the state program must provide a structure within which each district or cooperative groups of districts could plan. The total state program must give an over-view. Each area must consider its own geographic and regional characteristics; population distribution; community interests, pressures, and ideals; and financial abilities and resources. These will ultimately decide the area programming.

To initiate new types of administrative organization other than those presented here, a written request must be submitted by the administrative unit of the local school district or cooperative district administrative unit. Thus, consultation and planning become part of the joint efforts of the local district and State Department of Education, and quality educational services for the mentally retarded are maintained.

## Teacher Organizational Unit

The teacher of the mentally retarded is the key person in the professional group of specialists in the program. Whether the program provides for one teacher or a team group of teachers under the leadership of a master teacher, it is the teacher who is the organizer and manager of the instruction and learning process as well as the total program of education.

This administrative arrangement is similar to the present program organization; but the movement toward a clinical approach to learning requires more from the teacher. The most obvious difference is that the clinical approach requires the teacher to establish the readiness level for each learner's entry into the learning situation under consideration. It also requires that the teacher make on-the-spot evaluations necessary for making changes while instruction and learning is in process.

**Single Teaching Unit.** One teacher may organize and manage the program within an instructional setting using a minimum of four to six areas of learning. This arrangement is similar to present organization. However, clinical teaching in problem situations requires that more small group instruction replace total group instruction, and that change results from instant feedback from teacher and learner evaluation. More small group instruction replaces total enrollment instruction. Preferably, classroom size for a single teaching unit should be 1,200 square feet, a minimum of 900 square feet.

**One Teacher Unit with Aide.** In a one-teacher unit supplemented by either a part-time or full-time aide, the teacher is the organizer and planner. The aide provides a supporting role in the follow-up activities for reinforcement at or near the same developmental level of behavior. This is provided in both school and community settings. Within this structure, the teacher may give initial instruction for one group while the aide provides supportive reinforcement to a single individual or to groups working toward more independent individual behavior. According to staff reports, this arrangement gives individuals a chance to progress toward independent behavior at a faster pace and with greater efficiency.

Programs for trainable mentally retarded may use more than one aide per teacher if the teacher 1) has had prior experience with trainable, 2) has progressed through at least half the subject and field area of training requirements in the area of specialization and/or is participating in in-service training of statewide curriculum development and instructional improvement program, and 3) if an organized program of training is provided for the aides.

In rural areas where transportation distances are great for the young educable mentally retarded, an aide alleviates some of the problems resulting from a wide age span at the elementary level.

The floor space minimum for one teacher and one aide is 900 square feet. If one teacher and two aides are working together, there must be a minimum of 1,200 square feet. Suites of rooms the size of two ordinary classrooms are preferred.

Special request for increasing the ratio of aides to three per teacher in programs for the trainable may be submitted in writing to state office personnel to determine approval prior to filing an application.

**Team Teaching Unit.** Perhaps the most common but the most loosely structured practice of the team teaching unit is found where two programs are housed in close proximity. Learners move to different rooms and teachers for specific study. This approach does permit each teacher to concentrate on one or more specialized types of instruction and frequently provides both male and female adult figures as part of the educational experience. The basic difficulty is that it does not provide true team teaching but an approach more closely related to departmentalized instruction of regular education.

In a more realistic approach to team teaching, a highly competent teacher serves as lead teacher of the team. A suite at least the size of two classrooms could be used as an instructional setting with a large number of learning centers to permit flexibility.

At the secondary level for educable mentally retarded, there may be a staff of two teachers, one work placement specialist, and one or two aides, as in the demonstration program at Topeka High School. The larger staff is helpful at this level since learners and staff are outside the instructional facility for many learning experiences.

A team of teachers plus aides may be used for the trainable mentally retarded. However, multiple teacher and aide staffing is feasible only in a facility devoted to a total educational program. It is not recommended for the trainable in a typical one-classroom setting in the mainstream of the regular school routine.

**Itinerant Teaching Unit.** The itinerant teaching unit may be provided in large population areas for upper ability educable mentally retarded who have shown that they can adjust to the routine of regular education. The organization should be flexible to the extent that learners in special education programs may move to the itinerant program and vice versa.

Itinerant teachers are more than just consultants to the regular teacher. They should devote time to the learner, providing instruction stressing individual skills and procedures of study as well as educational facts, skills, knowledges, and related concepts. The itinerant specialist must work closely with the regular teacher in order to coordinate educational behavioral objectives. This program complements the regular instruction and may assist many upper ability learners in profiting from enrollment in the regular education program.

In isolated rural settings, the itinerant teacher arrangement could be used to provide for educable mentally retarded where sufficient numbers cannot be identified for the establishment of other types of program organization. Rural area itinerant programs would serve a wider ability range and should provide service to the secondary age educable as well as the elementary age educable.

As a supplement or supportive service to the regular education program, the itinerant program is not recommended for the trainable at this time. It is more realistic to consider weekly boarding arrangements with the very young trainable boarding only one or two nights until adjusted to staying away from home for longer periods. If this short-term boarding arrangement becomes a reality, consideration can then be given for a supplementary service on the days when he is in his home community.

Facilities should permit small group or individual instruction, parental conferences, and teacher conferences without interruption.

## Other Specialized Personnel and Related Administrative Organizations

Although the teacher is the professional person with the major responsibility in organizing and managing the instructional process, there are a number of other professional personnel who also assume major roles in the actual development of the educational program. These individuals give an extra dimension which enhances the quality of education and training. The number and type of specialized personnel depend on local program philosophy as well as special geographic and community characteristics which affect program planning and development.

**Teaching Supervisor and/or Curriculum Specialist in Mental Retardation.** As outlined in the handbook of the Kansas Plan of Curriculum Development and Instruction Improvement, the teaching supervisor-curriculum specialist devotes full time to instruction and curriculum development as opposed to administration. Since teachers who assume this role have exhibited competencies in both an instructional setting and in participation of in-service activities, the extent to which this program emerges will depend on the leadership abilities which develop at the local or regional level.

One of the major concerns of a statewide and local or regional program is identifying potential leaders and working to provide a continuous plan of leadership training. Competency is necessary in 1) a range of instructional management and organization procedures and techniques, 2) content sequence from preschool through adult living, 3) content emphasis and relationships between curriculum and instruction for the educable and trainable, 4) content implications for a wide range of abilities and geographic regions of the state, 5) relationships of instructional materials to sequential development of concept levels in the instruction and learning process, and 6) a progression of behavior objectives and reinforcement procedures both at or near the same and higher developmental levels. The competencies imply that the leadership teacher's first concern is improvement of instruction at the local or regional level. However, the comprehensive nature of the Kansas program requires that the efforts of the local or regional level be related to total state activity.

Although the most ideal ratio for the teacher-curriculum specialist would be 25 teachers to one specialist, the ratio of 35 to one is acceptable. In inner-city population areas, however, the teacher supervisor should have a smaller ratio of teachers as noted in the Kansas handbook. In inner-city as well as rural areas the individual will work with a smaller number of teachers. Inner-city specialists will concentrate on activities in Headstart followup as well as closer working relationships with home and family.

This program involves a trained specialist who has developed competencies through work experience and inservice rather than through specialized coursework. The teacher and curriculum specialist need the instructional setting to apply instructional experimentation. In this respect, the training and development of the specialist is more closely allied to business and industrial practices rather than education.

The service program will also continue to use recognized leadership personnel from the staff of selected demonstration programs and regular service programs. As indicated in the Kansas handbook, this procedure gives recognition and status to the teacher who consistently develops an outstanding instructional program but receives little or no recognition through either a financial or psychological reward.

The ideal learner-teacher ratio is 15 to one for the educable mentally retarded and ten to one for the trainable mentally retarded. Increasing this ideal depends on the availability of a teaching supervisor or curriculum

specialist who devotes full time to curriculum development and instructional improvement at the local district and/or on a regional district arrangement. (Part III of this manual outlines the statewide program of curriculum development and instructional improvement.)

**Coordinator of Programs for the Mentally Retarded.** The program coordinator is basically concerned with administration as opposed to curriculum and instruction. He is a part of the special education staff of a unified district with a large population of mentally retarded individuals. His duties include working with school psychologists and other personnel on a program assignment committee which makes recommendations for special education services and/or referrals. He also provides the administrative support to the instructional setting during the initial trial placement of learners. This support is necessary when learners with problems resulting from multiple handicapping conditions are assigned for trial placement because no other service is available. By working with other administrative personnel, school psychologists and social workers, speech and hearing clinicians, school nurses and teachers, he can identify populations which are better served by other programs. In addition, he serves as the liaison between the educational program for mentally retarded and other disciplines, related facilities and agencies and lay groups. This approach provides a more realistic and consistent communication channel than is possible for individual teachers to develop for their particular programs.

General administrative program responsibilities include activities related to 1) providing a consistent plan of operation for staffing and reporting for the Program Assignment Committee which replaces Admissions Committee, 2) identifying plans for remodeling existing facilities, 3) coordinating transportation with that of other exceptional children and general transportation, 4) budgeting, 5) controlling records, reports, supplies, and claims, 6) equipping new facilities (as to capital outlay and instructional supplies), 7) general administrative planning with principals and counselors in attendance centers where mentally retarded programs are housed, 8) setting promotion and graduation policies, and 9) developing local administrative guidelines for program in mental retardation.

**Work Placement Specialist.** Whatever the administrative form of organization developed for a given community, there are several questionable practices from the past which should be considered. Perhaps the most questionable is that which removes the instructor from the educational setting for half a day. This frequently leaves those who are not ready for community work assignments without the instruction needed to move to higher levels of development. The second questionable practice from the past is the belief that a teacher trained in mental retardation makes the most effective work placement specialist.

A more realistic organization for the educable mentally retarded senior high program calls for two specialists—a teacher and a full-time work placement specialist—to serve as members of a team. In some geographic regions, this may require that the one who devotes full time to work placement have the responsibility in more than one community. Another variation is for one member of a team group of teachers to devote half-time to community placement. This arrangement would permit at least one instructor to be available in the facility for concentrated instruction for those not yet ready for work placement.

Several larger schools have reorganized junior high and senior high programs so that three administrative levels of instruction are offered. The last level is for those classified as juniors, seniors, and postschool. The postschool year permits a concentrated transition to adult living with one year of closely supervised activity after graduation from the formal senior high program. With this arrangement, more learners are identified for participation in a specialized vocational training program or counseled to give this phase of training consideration at a later date.

Work placement specialists for the trainable mentally retarded would be provided through close working relationships between personnel from the local or regional sheltered workshop. Therefore, the leader and the workshop personnel jointly evaluate a learner's readiness for workshop activities. As a result, the length of time which the older trainable learner will spend in the instructional and workshop setting during transition is determined on an individual basis. If these two services are established in close proximity to each other, they should permit more rapid transition from instruction to workshop.

A variation of this arrangement is used for the lower ability educable mentally retarded who might profit more from an initial transition program in a sheltered workshop prior to community placement in work study. If this workshop experience could be provided as a summer program, the individual might be ready for participation in a community work placement program during the last year of high school. In this case, perhaps one additional year of special education would be required for the lower ability learner. This extra year could either be before or after graduation for a total of two years in the closely supervised postschool program.

**Itinerant Vocational Specialist in Budgeting and Consumer Education for the Disadvantaged and Handicapped.** The itinerant vocational specialist is both a consultant to teachers of the educable mentally retarded and a teacher in senior high and postschool programs. This individual works with either a single teaching unit or a team of teachers to provide part of the instruction. In areas with smaller population concentration, an individual with this training might conceivably offer sections of a higher concentration of content for

learners who are not mentally retarded but need such instruction.

The vocational specialist should not be required to take specialized training in mental retardation. If both the vocational specialist and the teacher of the retarded are trained in their respective areas, they will aid each other as resource persons in the team situation.

Such a specialist should be part of the curriculum development activities at both the local and state levels. In areas where this position is only part-time, a person from the regular vocational program should be used as a resource for instruction and curriculum development activities. Whether he is a full-time team member or a resource person, he should be included in home communication. This should narrow the gap between the instructional emphasis in the educational setting and the practices of the home.

**Itinerant or Resource Special Teacher in the Vocational School.** The itinerant or resource special teacher in the vocational school is a trained and experienced teacher of the mentally retarded who has competence in relating to specialized training programs in vocational education. He would serve as a resource person to the specialized vocational teachers; but some of his time should be devoted to working with individual vocational staff members to assist retarded learners or small groups with acquisition of basic vocational skills. As this program expands, the adult education needs in other areas of adult living should be identified and arrangements made for instruction in the vocational school or community adult education program. This procedure should decrease the gap between the instructional emphasis in the educational setting and the practice of the home.

## *Program Facilities*

A program for both the educable and trainable mentally retarded requires space to develop highly individualized techniques through use of one-to-one, small group, and total group instruction. Because of the wide range in performance, abilities, and insights even in a small chronological age group, there must be space in which a larger number of centers can be developed. The movement of the learner toward a more independent behavior for each learning task (academic and social) requires a number of situations in which supervision can be decreased. Thus, at any given time, a large number of the learning centers in an instructional setting may be in use.

A typical classroom of 900 square feet would be sufficient even though it does not lend itself well to the needs of the mentally retarded program. At least 1,200 square feet are needed. For this reason, many schools have new or remodeled facilities which include a suite of rooms with several conveniently arranged learning centers or areas. Other schools have planned a cluster of facilities for the educable or the trainable mentally retarded within a building wing in order to make better use of learning centers which can be shared by two or three programs.

The curriculum for the educable mentally retarded includes academic areas of learning such as mathematics, language arts, social studies concerned with practical aspects of daily living, and specialized areas such as shop, art, driver education, physical education and vocational training. For this reason, the physical plant should be in a regular school setting. Since the curriculum and instruction for the trainable is not closely aligned with the regular education program, cottage or separate housing is preferred. Thus learners can have a setting in a living routine rather than instruction in an isolated academic routine.

### Learning Centers or Areas Within the Facilities for Educable Mentally Retarded

#### Preschool

Large area for gross sensory motor activity, including climbing, crawling, hopping, skipping, balancing, and jumping.

Area for the more restricted gross sensory motor activities such as assembling, arranging, constructing, and stacking.

Area for finer sensory motor activity as sorting, matching, buttoning, fastening, tieing, lacing, latching, zippering, stirring, cutting, coloring, etc. This center may be at tables used for several learning experiences. If this arrangement is used, there must be storage space for materials used for selected instruction or independent learner activity.

Self-care area with individual storage, counter area with lavatory or sink supplied with hot and cold water, and nearby bathroom facilities.

Area for establishing environmental relationships with and among objects, things, places, and persons. This requires space where exploration can be done individually as well as in small group instruction.

Area for audio and visual discrimination on a one-to-one basis as well as small group instruction with teacher.

Playhouse and fantasy area which includes puppets and make-believe dress-up items for both boys and girls.

#### Primary Level I

Academic area with movable furniture which can be regrouped to provide a range of study centers. This area can then be used for both individual and group activity at tables and for floor space for gross sensory motor activity.

Counter area with sink, storage for dishes and cooking utensils, and a nearby two-burner hot plate or stove.

Grooming area with dressing table, counter, mirror and supply storage.

Quiet area where a child can go for partial isolation from the group for a period of time.

Audio-visual aids learning area which provides for individual as well as small group viewing and listening. The television viewing area can be a more flexible instructional area if it can be moved to different locations for varied instruction groupings.

Physical skills and sensory motor training area with commercial, environmental, or specially constructed objects of varied size and shape. Space should permit individual as well as group activity in experimentation while crawling and climbing, painting with large muscle movement, and construction or assembling. One part of this area may be at a counter top with an overhang which permits chairs to be placed at counter without interference from built-in storage.

Science and general environmental learning area designed to encourage individual and small group exploration as well as individual responsibility.

Fantasy or make-believe area if most of the learners are quite young. Dress-up items and large puppets should be included. If there is a playhouse, furniture should be scaled to the physical size of the learners rather than the physical size of preschool-age learners.

**Elementary Intermediate Level II**

Academic area with movable furniture which can be regrouped for a range of study centers as well as individual study areas and/or floor space to permit different activities.

Area where teacher or aide can work with small groups or where learners can work without direct supervision of an adult. This area can be two tables and individual chairs or an arrangement where the chairs are transferred from the academic area.

Kitchen area with counter, sink, refrigerator, stove, and storage for dishes, appliances, and cooking utensils and supplies. This area is important if learners are to be ready for enrollment in specialized subject areas in junior high.

Sewing and grooming area with mirror, sewing machine, iron, ironing board, and storage for supplies and individual projects. This area is also important if learners are to be ready for enrollment in specialized subject areas in junior high.

Shop area with heavy duty shop table, at least one vise, saws (one power saw if preparing older learners to enter junior high shop program), and storage for tools, paints, nails and other equipment as well as for construction and finishing materials.

Display area on counter top above open and closed storage space.

Quiet area where a learner with related social problems can go if he needs partial isolation from the group for a period of time.

Science and general environmental orientation area for materials and models. Storage space for items not in use should be available.

Hobby and individual independent activity area with provision for individual experimentation.

Audio-visual center for use in individual and group learning for reinforcement of previously learned concepts. The television area can be more flexible if it can be moved to different areas.

**Junior High Level III**

Academic area which may be regrouped for both small and large group activities. Since learners at the secondary level should use regular school lockers, storage space for individual supplies is not necessary. However, there should be storage for instructional and supplementary supplies and equipment.

Kitchen area with counter, sink, stove, refrigerator, and storage for cooking utensils, small appliances, serving dishes, staples, and cleaning equipment and supplies. Emphasis is on preparation and serving of foods appropriate for small groups, storage of basic foods and staples, and cleaning and maintenance of the kitchen area.

Shop area with heavy duty shop table, one vise, saws (at least one power saw), tools, and storage for individual projects as well as tools, materials and supplies. Emphasis is on reinforcement of performance levels required in specialized academic areas related to enrollment in shop programs, and initiation of individual and group projects such as refinishing, making or assembling, and working with models.

Sewing and grooming area with sewing machine, ironing board, iron, full-length mirror, and storage for individual projects. Emphasis is on reinforcing skills from the specialized course work and beginning and completing group and individual projects.

Small group work area which may be centered around two square tables comparable in size to those in corner drugstores or eating establishments.

Audio-visual area which permits both individual quiet listening and participation as well as group participation.

Science and environmental display and work area which permits development of individual projects as well as exploration of actual objects and media. Storage space for individual projects and materials not in use should also be part of the area.

**Senior High Level IV**

Academic area which may be regrouped to lend itself to adult living activities. Since the total class group will not be in the facility at one time, the area need not be large enough to accommodate all at once.

Social area with living room furniture for entertaining and assessing individual behavior in a social group. When not in use for these purposes, it can be a quiet area for individuals who need to leave the larger group.

Kitchen area with counter, sink, stove, refrigerator, and storage for cooking utensils, small appliances, serving dishes, and supplies. Emphasis in instruction is on preparation, storage, and serving foods in a variety of adult living home and community situations.

Sewing and grooming area with sewing machine, ironing board, iron, full-length mirror, and storage for individual projects. Emphasis is on assessing, constructing and mending clothing and related care. If a washer and dryer are not in the kitchen area or a nearby setting, they should be part of this area.

Small group work area which may be centered around

tables that can be used for serving large family-type groups or restaurant patrons.

Counseling area for work placement staff. Since the size of high school program groups will vary, the location of this area will vary in different schools. If the program is in a multiple-staffed facility, it should be a part of the specially-designed suite. However, in some schools, it will be a part of the office area of the regular counseling staff.

Audio-visual area may be a specially designed area or part of the living room. It may be used for quiet listening or for individual and group reinforcement of previously learned skills and knowledges.

Shop area with heavy duty shop table, tools, saws, and storage for individual projects and materials as required for assessment of skill in repairs, refinishing, and making or assembling as required in adult living.

### Postschool Program

Since the postschool program will vary with the needs of individuals as determined by follow-up studies, existing facilities will be used most frequently for continuing education activities. The general education classroom, specially designed senior high school facility, shop and home economics facilities of the high school, and specialized training areas in vocational schools or sheltered workshop facilities might all be used for education of the adult mentally retarded.

## Suggestions for Learning Centers or Areas Within the Facilities for Trainable Mentally Retarded

### Preschool

Area for gross sensory motor development should include large items which learners can crawl through, over, under, and around, to help him relate to space, things, and shapes. These items may be locally or commercially made and may be movable as well as stationary. Because of nature and size, it may be necessary to plan the facility in such a way that part of the objects are in an outside area adjacent to the instructional facility.

Area with large items for stacking, piling, stirring, pushing, pulling, or propelling self which require gross sensory motor action. This area helps the learner determine relationships between objects as well as the relationship of the learner to the movement of objects.

Environmental information area which includes objects and pictures selected for their relationship to language and speech development and general environmental information. Emphasis includes name, use, and/or relationship to self and other individuals with which the learner comes in contact as part of daily living.

Environmental media area with items for establishing concepts and relationships as to texture and movement.

Audio-visual area with accent on most common environment sounds and relationships to visual objects and situations. Because of the wide range in community settings, many of these items will need to be lengthy taped transcriptions and locally-prepared slides.

Bathroom as part of or immediately adjacent to the facility. In addition to the bathroom lavatory, there should be a sink with hot and cold water and a counter area as part of the regular instructional facility.

### Primary Level I

Continuation of selected phases from each of the above learning areas or centers which require gross sensory motor action. Emphasis is on the collection and use of some items and objects of smaller size. This approach permits more structured problem-solving for learner interaction.

Area that includes relatively large geometric shapes, figures, and objects in both three-dimensional form and flat one-dimensional forms. Emphasis is on relationships of the individual to shape and form.

Area for finer coordination and other initial phases of academic learning related to developing a sight vocabulary, numerical concepts, and writing.

Fantasy or play area with emphasis on materials which reinforce finer sensory motor activity and language skills on a more independent basis as well as relating specific environmental objects to situations and persons.

Audio-visual area which permits more structured independent listening skills for following verbal directions. This area should permit individual as well as group listening or activity.

Environmental information area used for language development as well as independent experimentation with such items as texture, weight, size, shape, and consistency.

Self-help and grooming area with space for storage of individual equipment near bathroom. At this age level, this should be a part of, or immediately adjacent to, the instructional facility.

Sink with hot and cold water and counter area should be a part of the instructional facility. This should be in addition to a bathroom lavatory.

Practical arts area which permits use of skills in assembling, pounding or hammering, painting, matching, folding, and storing, as well as storage for individual projects and activities.

### Middle Years Level II

Academic area at tables where expanded concentration is given in functional academic skills of reading, writing, and mathematics.

Practical arts area for more independent activity in sorting, assembling, folding, finishing, sawing.

Kitchen area with stress on being a member of the family group. It should accent a semi-independent behavior in a range of roles related to family activity rather than extensive preparation of food for a complete meal.

Personal grooming and care area with ironing board and iron, located near a sink to stress environmental cleanliness and care as well as personal and bodily cleanliness. It should have storage for individual projects and effects.

Area for personal hobbies and interests with space for individual leisure projects and storage.

Area where learners can participate in small group games for leisure time with the peer group as well as family

members. At this level, a separate space other than the academic area is needed since situations without direct supervision are necessary.

Environmental or science area with space for such items as models, actual objects, and plants. This center can be used for individual exploration and responsibility as well as language development activities.

**Teenage Level III**

Academic area which permits reinforcement of social skills, activities or games, simple food preparation and serving, and cleaning and arranging.

Kitchen area which has a larger number of electrical appliances than is available in the lower educational level.

Modified shop area permitting familiar use of some types of equipment and procedures with which the learner will come in contact in a sheltered workshop setting.

Home living area which permits reinforcement of skills used in social settings. Emphasis should be on family and social group games, simple food preparation and serving, and arranging and cleaning.

Grooming and self-care area with emphasis on repair and care of personal effects, as well as peer or group interests.

Audio-visual area which provides opportunities for individual and group listening, including current teenage interests in music, pictures and activities.

Individual and group special interest area with space for working and storing projects, collections, games and models.

**Postschool**

Since postschool activities vary in both type of activity and length of time, no specific learning areas are identified for this phase. The classroom used for this program may be part of a sheltered workshop setting, nearby night school or community adult living facility, or a part of the community recreation program facility.

# PART II—Statewide Program of Curriculum Development and Instructional Improvement

## *Basic Characteristics Of Kansas Plan*

The Kansas Plan of curriculum development and instructional improvement is outlined in the handbook, *Kansas Plan: Conceptual Models for Development and Implemention of Curricular Content Structures* (State Department of Education, 1969). It differs from other programs in that teachers and learners are the major focal point in the process. Implementation and development become synonymous in this approach. Teachers are therefore required to make curriculum development and instructional improvement a way of thinking. As a result, the content structure with which the teacher is concerned becomes more complex than that typically found in life experience units, textbook divisions, packages and kits, and lessons or series of programmed learning. Although each of these forms of organization is related to a larger idea such as a life need or long range objective, little or no consideration is given to the teacher's role in the instruction and learning process unless implementation is given more emphasis.

### Role of Teacher in Instructional Process

The idea of the teacher as one who imparts knowledge or uses a preplanned package of content to impart knowledge is obsolete. Instead, the teacher or master teacher of a team group should be the organizer and manager of the instruction and learning process. This approach requires that the teacher be skilled in the management and organization of the following:

Smaller instructional groups within the larger program to provide for individual differences related to developmental sequences of content and behavior levels.

Procedure resulting from meshing of curricular content and organization, instructional objectives, techniques, materials, activities and evaluation to enhance the process of teacher-learner interaction.

Horizontal movement of concepts, skills, and attitudes across curricular lines to give reinforcement of similar behavior levels as well as higher levels of performance.

Vertical progression of concepts, skills, and attitudes for coping with problem-solving situations in a fluid and complex society.

Instant feedback resulting from on-the-spot evaluation by teacher permits change while learning is in process.

Process is the key word for the teacher. As outlined in the in-service study guide *Time-Spaced Answering Service* (Series No. 4, *Sunflower Mind-stretchers,* State Department of Education, 1970), process is that developmental progression of relationships which change with special treatment and the phenomenon of time. The progression of change should result from special treatment such as 1) instant feedback through progression of immediate (mini) behavioral objectives directly related to intermediate and adult living objectives 2) changing the emphasis in curricular content and administrative levels of instruction to synthesization rather than task analysis 3) curricular organization based on relationships among lasting life processes, and 4) related patterns appropriate for using cognitive (problem solving) and affective (attitudes and values) skills for numerous experiences from early childhood through adulthood.

To strengthen and retrain the teacher for his new role, consideration must be given to analyzation of the task of developing a program consisting of a sequence of problem-solving situations concerned with lasting life processes. The program of retraining must also permit professional growth for the teacher who may at first believe he is already implementing the approach or who may be bitter or angry that recent specialized training did not emphasize the process approach to learning.

There are three series or continuums to which the teacher must attend:

*Continuums of content (lasting life processes) for the specialized subject or content area.* These continuums proceed from preschool to adult living. The teacher must have both a knowledge of the gradation points in his own level of instruction as well as a working knowledge of the progression of behavior at all administrative levels of instruction.

*Continuum of individual performance through a series of five developmental levels of behavior and understanding of a given knowledge or skill and related understandings, values, and attitudes.* This progression applies to the individual's ability to use facts or skills from dependent behavior through semi-dependent, semi-independent, independent, to automatic behavior without conscious thought. (Note: The learner may be at different developmental levels for two or more of the behaviors.)

*Continuum of behaviors and related tools for processing selected content situations for Teaching Sequences.* This continuum depends on the five developmental levels of individuals or groups and the complex behaviors required for processing the content of

the teaching sequence. For each individual or group using a specific segment of selected content, the entry or readiness level of behavior will vary. Since it is not possible to write all the variations for any procedure in this area, the learning level will determine the extent to which adjustments to pre-developed instructional procedures can be made.

The above facts indicate that large numbers of teachers will be required to restructure the way they view both the instruction and learning process and the curriculum content which is to be taught.

## Structure of In-service Training

Since teachers usually teach in the same way they have been taught, in-service training must permit teachers to experience learning through the same process which they will use in the new approach. Education and large numbers of teacher training programs have consistently employed reward for direct recall of specific answers. This direct recall of memorized facts is deeply entrenched as a teaching procedure. It results in problems compounded by 1) large numbers of teachers with little or no formalized training in actual instructional settings or with children, 2) many teachers have not worked with a master teacher in a continuous program, 3) teacher training which focuses on a narrow range of administrative levels of instruction rather than on developing a working knowledge of conceptual levels and the implications for the teacher's chosen level of instruction, 4) heavy emphasis on things and devices for implementation with little consideration for strengths and weaknesses of these things and devices, and 5) individual differences among teachers.

For these reasons, in-service training must be extended over a period of time to permit repeated contact by individual teachers. Selected phases of in-service activities must provide extremely concentrated learning situations. Teachers must also be able to experiment with an instructional group and report the results for group interaction. This arrangement requires participant interaction to problem-solving situations which need clarifying or justifying by peers. If the program is to produce a large number of competent individuals who can assume leadership at local, regional, state, and national levels, concentrated retraining of teachers must proceed beyond that of a one or two course operation.

## Role of Teacher in New Administrative Structure

After more than four years of working directly with teachers of the mentally retarded, one fact is certain: Kansas teachers, as a group, are far more competent and have a far greater range of abilities and potential leadership qualities than is sometimes inferred. (See review of literature in the Kansas handbook.)

In-service activities and implementation should capitalize on the leadership abilities of these highly competent teachers and at the same time strengthen each teacher's competencies. The goals of the continuing program of development and implementation proceed beyond a limited emphasis on materials or predeveloped lessons and procedures to that of strengthened administrative structures. The purpose of the new types of structure is to make the best use of highly competent personnel in order to more effectively use clinical teaching skills and, hopefully, new diagnostic instruments. (See section on personnel, Part I of this manual.)

# *Administrative Structure for Statewide Implementation*

In-service training, curriculum development, and the resulting innovative program development are functions of both the State Department of Education and the local school district. For this reason, the State Department of Education has cooperated with local school districts in developing a comprehensive in-service training program covering both development and implementation. The administrative structure for the continuing program will enhance this cooperative function.

Although the content structure which is developed in the Kansas Plan handbook covers the social studies area of Practical Aspects of Daily Living, the concepts and model structures are appropriate for any specialized instruction. The administrative structure for statewide implementation is also appropriate for curricular content development in any specialized area of instruction. This administrative structure is developed on the principles of business management.

## Administrative Planning Group

The Administrative Planning Group is responsible for working with planning commission recommendations and placing them in an administrative hierarchy of objectives (Hicks, pp. 51-93). These may range from objectives of immediate concern, through those attainable but withheld for consideration within the first period of time, to those to be developed in the future. This permits the restructuring of objectives as well as continuation, deletion, and addition of old and new objectives to provide for implementation resulting from insights gained through development and practice.

**Membership of this group shall include:**

Chairman ..... State Department of Education staff whose responsibility is program director or coordinator of programming in mental retardation

*Members*

One..... local director of special education
One..... teacher leader or curriculum specialist for mentally retarded at local level
One..... instructional materials center representative
One..... teacher trainer of mental retardation

This group shall appoint a chairman and members for each of the work groups. They will work with the program administrator to chart in-service programs throughout the state. This approach is necessary if activities in any given area are to enhance the total state program as well as local and regional programming.

## Curriculum Planning Commission

The Curriculum Planning Commission reviews state activities and provides a critical review in order to make recommendations for the Administrative Planning Group. This requires up-to-date written summaries from each workgroup chairman and from the program director in mental retardation. These summaries must include accomplishments and related problems as well as new discoveries and insights. The Director of Special Education or the Program Director in mental retardation, State Department of Education, shall call the group into session at least twice and no more than three times a year.

**Membership of this commission shall include:**

Chairman..... to be selected by membership.
One..... superintendent of local school districts and/or assistant superintendent with consideration for all geographic regions and avoiding duplication from any one district.
One..... supervisor and/or director of general curriculum at local school district level
Three..... teacher leaders of mentally retarded, one from a private school or hospital setting.
Two..... directors of special education from local school districts or regional cooperative programs
One..... local school district school psychologist to be selected from their own professional organization
One..... teaching supervisor or coordinator of curriculum for the mentally retarded with total district representation
One..... director of associate instructional materials centers to be selected by their own professional group
One..... specialist in mental retardation from teacher training programs to be appointed by their own administrative organization
One..... media specialist from local district or cooperative program
One..... representative from the local level area vocational-technical school to be selected by the local administrative organization
One..... lay parent representative of Kansas Association for Retarded Children to be selected by their own local organization
One..... representative from preschool education to be selected by the local professional organization

Membership of the Curriculum Planning Commission shall include members other than chairmen of work groups. Members shall be appointed either by a professional organization or upon recommendation by the special education staff of the State Department of Education. The term of membership for any individual shall not exceed three years. Work group chairmen and the program director in mental retardation shall serve as ex officio members to provide any needed information.

## Work Groups for Development And Implementation

Since committees usually function in a loose structure without concentrated follow-up, administrative organization is based on work groups whose main functions are coordinating and developing activities of specific phases of the total program. These groups will 1) report directly to the Advisory Committee through chairmen reports and 2) report to the Administrative Planning Group Coordinator at scheduled meetings and throughout the plan of development and implementation. The coordinator will be responsible for the mental retardation program in the State Department of Education.

### Content Coordination Group

The Content Coordination Group shall provide a tentative description and graphic overview of the content structure. This structure should include possible continuums of lasting life processes in each resource area with identified behavior extremes at preschool and adult levels for both educable and trainable mentally retarded. The purpose of the tentative structure will be to provide direction for 1) vertical file collections being started at local and regional levels, 2) individual teacher experimentation in developing a sequential approach which considers possible gradation points at all instruction levels, 3) group interaction sessions concerned with clarifying and justifying individual experimentation to peers from all instruction levels, selected resource personnel and evaluation specialists, and 4) initial direction for in-depth group action during intensive work sessions to expand and refine structure and behavior through combining ideas and brainstorming to identify new and different emphases and approaches.

As the program continues, this group shall determine specific content emphasis and time sequences. They will outline content emphasis and related conceptual levels to provide a series of reinforcement situations which cross curricular lines and move toward higher development. As content structures become better established, they will be responsible for both the horizontal and vertical movement of content and development of the flow chart.

By working closely with personnel in development sessions when total content is studied, they will be able to avoid duplication. A record of content assignments will be kept for this purpose. The chairman must maintain a working knowledge of leadership personnel who can assist the groups and assume special assignments.

In addition, the Content Coordination Work Group will secure resources and personnel by assisting local groups in identifying types of personnel required and by reviewing the structure as it is being developed by the entire group. It is the legal responsibility of the Director of Special Education to work cooperatively with schools in developing curriculum within the state. However, a program that is more closely coordinated with the total program of mental retardation would result by transfer of this responsibility to the staff member who is program director or coordinator of programs in mental retardation.

**Membership of this work group shall include:**

| | |
|---|---|
| Chairman ..... | director of programs for mentally retarded in State Department of Education. |
| One ..... | representative of IMC (Instructional Materials Center) staff. |
| Three ..... | teachers and/or teacher leaders, one with experience at the elementary level of instruction, one with experience at the secondary level of educable, and one with experience in education of trainable mentally retarded. |
| One ..... | local director of special education. |
| One ..... | representative from vocational education. |
| One ..... | representative from teacher training in mental retardation. |
| One ..... | director of general education curriculum from local public schools who has had working contact with implementation in the program. |

This work group shall meet as a whole no less than three days a year or as many days as required for consideration of responsibilities. One session shall be scheduled when the meeting for statewide coordination of content is conducted in the fall. In addition, sub-groups may be formed by the chairman for work with specific problem areas, review of specific written procedures from the field before referred to writing groups, or consultation to writing groups developing a finished product.

### Instructional Material Coordination Group

In order to determine which suggested materials should be developed and in order to encourage local districts and associate materials centers to make collections, the Instructional Material Coordination Group shall study the teaching sequences ready for field testing. It shall identify instructional materials which require more technical production, referring these needs to a specialized media center.

Because of the group's function, the chairman should be a director of a local associate instructional materials center, state office program director of instructional materials centers, or a media center director.

**Membership of this work group shall include:**

| | |
|---|---|
| Chairman ..... | to be appointed. |
| One ..... | teacher leader who works with teachers of both trainable and educable mentally retarded. |
| One ..... | director of special education from a district with no associate materials center. |
| One ..... | media specialist. |
| One (at least) .. | resource person competent in related areas of content (subject to change with the content under consideration). |

### Rewriting Groups

Experience shows that although compact segments of content procedures can and should be solicited from the field, there is a need for writing specialists who will either rewrite for a refined product or who will delegate this authority to others. The Rewriting Group would receive written content from the field after it is first screened by the Content Coordination Group.

The ideal arrangement for their placement in the total plan would be attached to a center such as an associate instructional materials center. If additional support is required, there can be writing specialized team groups organized where personnel are available. Wherever the writing group is organized, it must have access to teachers and resource personnel with whom its members can talk through procedures under consideration. These writing groups would meet for concentrated work, developing a finished product, over an interval of time, and return to meet with a Content Coordination representative for final staffing after completing initial field testing.

During the initial phases of development, there should be one such writing group. The addition of groups would depend on the number of identified writers located through the in-service development sessions.

### Field Testing and Initial Evaluation Work Group

The Field Testing and Initial Evaluation Work Group shall be responsible for disseminating written teaching procedures for field testing (teaching sequences) and developing procedures to obtain detailed feedback to aid content writing groups making revisions. They would determine the differences among groups of teachers with intensive training, those with only an initial introduction, and those with no initial contact with the Kansas Plan procedure. The group should present the Content Coordinating Group with complete comments and suggestions from the field before it is sent to the Writing Groups or Instructional Materials Group. If this step becomes part of the development process, initial phases could be changed to avoid continuing practices which confuse teachers in the field.

## Objectives

Because of the nature of activities involved and the necessity for maintaining an approach that permits the creative thought necessary for innovation, consideration should be given to a plan based on a developmental goal structure. This plan, based on management techniques, permits a hierarchy of objectives from immediate, obtainable, to visionary. After a complete listing of objectives for implementation, an administrative group structures the list into a developmental hierarchy for the first year. Those listed as "immediate" should concern the staff during the first period of time, with those "anticipated to be necessary" throughout the first year of operation.

As each period of time in the project schedule is near

completion, an evaluation should be conducted to determine which objectives should be discarded, which continued at a higher level, which moved from the attainable to the immediate level, and what new visionary objectives should become part of the project. This periodic evaluation of objectives permits continual change. The result is a series of developmental activities directly related to new knowledges, insights, facts, and resulting approaches unforeseen when the project was originally designed.

### Objectives for Consideration by Planning Commission

Continue development of selected demonstration programs at all instructional levels and in all geographic regions of the state. Selection of programs will be based on considerations for a range of new types of administrative organization using multiple staff team groups where sufficient population and/or age span permits and other criterion measures as outlined in Part V of Kansas handbook.

Identify points of gradation on a tentative content structure through teacher interaction in in-depth study sessions and through coordinated efforts with field testing group and evaluation team specialists.

Devise a series of study guidelines (Sunflower Mindstretchers) as part of State Department plan of inservice by mail to use in a training session for writing personnel and to aid in identifying teachers who can serve on writing groups.

Continue procedure of developmental series of concentrated in-service special institutes during the summer session. This procedure will provide a structure for expanded training of leaders. It will also provide situations required to develop and refine written teaching procedures and further clarify gradation points on content continuums.

Develop a flow chart to graphically represent the relationships within all areas of selected content.

Review the advisability of employing the certification regulation that the State Department of Education may grant yearly approval of teachers of trainable on the basis of participation in an approved in-service training activity. This approach if adopted would grant approval for participation in the local section of the statewide in-service under the direction of a trained local or regional leader.

Recognizing in-service training activities as a supplement to teacher training requirements by requiring that continued approval be based on a specified number of clock hours spent in in-service training.

Consideration of procedure in which local board of education would grant salary increments for teachers on the basis of a selected number of clock hours in in-service activities under an approved leader.

Assist local leadership through local media specialists to work in conjunction with the Associate Materials Center staff and local district or regional staff to develop special instructional material and vertical file collections for tentative content structure. This should be developed so that there is no duplicating of teachers' functions. Persons working with associate center personnel should also work with the program director to develop a realistic approach and make arrangements for selected centers to concentrate on a specialized area that could be duplicated for depositories in other centers as well as in local level depositories.

Devise systematized in-service activities for a given school year which permit the development of numerous areas of concern for consideration in the state's collective in-service groups. This procedure requires a working knowledge of competencies of leadership personnel and group participants at the local and regional levels. The collective efforts of local groups should then concentrate on carefully selected group activities such as:

Writing into the tentative content structure behavioral objectives which proceed from mini (immediate) through intermediate (teaching sequence) to long-range adult living behaviors,

Establishing classroom management techniques and procedures, analyzing or synthesizing selected content to identify changes in the tentative schedule and possible gradation points in the total content,

Identifying and evaluating current instructional material and procedures for further development of tentative content structure,

Developing vertifical files for local and regional depositories,

Restructuring previous continuums of content, through rewriting and/or adding new teaching sequences for a broader range of process patterns, environmental situations, and more effective reinforcement through crossing of curricular lines,

Developing and/or refining selected areas of content structure,

Writing teaching sequences for selected content area with consideration for extremes of behavior from preschool through adult living,

Developing packets which provide variations of previous materials to change the entry level of performance.

Reviewing current *Sunflower Mind Stretcher Guidelines* to present continuing higher orders of study materials for use in in-service and to identify areas of concentration which require additional reinforcement before revision.

Identifying and initiating a writing program with a specified number of inservice groups during the school year.

Consideration of procedure in which program approval is based on local schools giving teachers one day of release time (with learners not in session for the day) per month for each of the eight months following the first month of school.

Initiating a plan for summer institutes on more than one developmental level and at least five state areas working on content during the school year in order to yield at least 50 workable teaching sequences (representing a range of process patterns) each year. This should result in a plan which does not require initial field testing by the teacher in the same year that a sequence is being developed.

Identifying types of instructional materials which require more specialized production as loops and special selected films, and soliciting production by the specialized staff at a selected media center.

Initiating a systematic plan of dissemination which utilizes teacher leaders as consultants as well as co-authors of selected written outlines, summaries, and reviews. In

addition, dissemination to include speaking engagements, filming, video taping, etc.

## Source of Written Teaching Procedures

There will, no doubt, be as many teaching sequences written as there were experience units written in the past. However, it is one thing to select a topic at random and to write a sequence; it is another to proceed beyond the task analysis phase to develop relationships which provide the unified structure for the total curriculum. Kansas educators concerned with upgrading the quality of education for the mentally retarded must work toward a unified structure which uses 1) process patterns to avoid needless duplication in writing, 2) a cross-checking system to determine the extent to which patterns of process have been adequately sampled, 3) gradation points of development from preschool through adult living, and 4) content emphasis for both educable and trainable mentally retarded.

The above approach requires the coordinated efforts of many. Field experience indicates the task is monumental. However, the first year of statewide implementation has shown that the task is not as monumental as it first appears. Perhaps the most difficult item is determining gradation points in the continuums of content.

Kansas population ranges from rural to large metropolitan and suburban areas. If personnel in all areas of the state work cooperatively with field efforts, the developed procedures should give broader coverage than usually found in most recent curriculum development programs. Despite the size of population sampled on a statewide, regional, or national basis, a major problem with the development of the process approach will be the teachers with sufficient exposure to the procedure to use written methods rather than material.

If the voluminous possibilities for content are to result in pattern samples which will effectively utilize both staff and time, comprehensive long range planning is necessary. Coordinated efforts of personnel will help avoid isolated or fragmented content activity.

Sources of written teaching sequence procedures should, then, result from activities such as 1) advanced school year groups in in-service training, 2) advanced leadership training groups during the summer session, 3) specialized writing sessions organized for working with specific content areas, 4) selected sequences solicited on an individual basis to complete a continuum of previously developed content, or 5) participating seminar groups.

## Evaluation

Because of the comprehensive nature of the Kansas Plan which bases program development on retraining of the teacher in many facets of curriculum development and instructional improvement, the program becomes difficult to evaluate. This fact is further compounded by the process approach to content which is now being developed and which uses both judgment and emotion in the learning processes. Therefore, it requires not only a new approach to evaluation but also consideration as to that of providing the best evaluation of attitudes and values which develop over a period of time to represent the individual's behavior or performance.

Inservice programs at the local level can be evaluated by the extent to which participants have attained the stated behavioral objectives for the year. Movement of in-service activities to those which require higher developmental levels of performance from the participants can be determined by analyzation of behavioral objectives stated in successive studies.

Evaluation of procedures related to retraining of the teacher can also be obtained through analyzation of 1) audio and video tapings, 2) controlled observation reports taken while instruction and learning is in process, and 3) changes in content emphasis which the teacher selects for presentation. In addition, the teacher's ability to sequence instructional content and enmesh it with other components of the instruction and learning process is also one facet which should be studied when the effectiveness of the program of in-service is being determined.

Evaluating the use of both cognitive (problem solving) and affective (attitudes and values) skills in the learning process should be undertaken when samples of predeveloped procedures from several approaches to learning through problem-solving are available for use. Selected teachers as well as curriculum specialists skilled in the various approaches should be available as consultants to the evaluation team. The use of multi-specialist consultation to the evaluation team should aid in the formulation of new evaluation procedures and/or instruments. Evaluation personnel working in this capacity should have ample time to develop, evaluate, redevelop, and re-evaluate many times before moving the procedure into the field of service.

## Dissemination

Dissemination of information and approaches is a necessary function of program activities. However, if information is to be disseminated with consideration to stages of program development, revision and resulting levels of refinement, and consistency in technical interpretation with consideration for expanding concepts, the decision as to what, when, and how information is to be disseminated is a responsibility of the program director who works in consultation with those in the field as well as those directly involved in dissemination procedures.

Because of the involvement of teachers in all phases of development and implementation, the leadership personnel from the teaching ranks will be utilized in all phases of dissemination procedures (both in-state and out-of-state). This approach provides another dimension of

psychological reward for leadership teachers as it places dissemination in the area of field action where development and implementation have resulted in program development. Because of the scope of leadership functions which teachers assume and the magnitude of the related concepts and phases of program development, coordination of personnel involved in dissemination, then, rests with the program director.

The above factors indicate that the consistently planned dissemination program should result in a developmental progression of supplementary procedures. These supplementary procedures will be for training both in the area of in-service training of teachers and in the instruction and learning process of learners as well as in the interpretation of related concepts.

If dissemination procedures are to result in extensive coverage of activities, they should include publications, graphic outlines, charts, pictures, tapes, films, etc., as well as a combination of techniques and procedures. This combination of techniques as well as the scope and technical consistency of developmental levels of concepts will provide the dimension necessary to continually move participating professional personnel to higher levels of functioning.

# PART III—Summary of Administrative Regulations for Establishing Public School Programs for the Mentally Retarded

Standards for program development appear throughout the contents of the manual on Program Planning and Development in Education for the Mentally Retarded. However, a summary of the basic regulatory considerations is being provided.

Personnel working to initiate and administer programs for the mentally retarded with consideration for the unique needs of the local community should find helpful information throughout Parts I and II of the manual. Therefore, the following statements provide an overview rather than planning guidelines.

Schools shall provide services for both educable and trainable mentally retarded by September 1, 1974. This service may be provided within the attendance centers of the local school district or through cooperative arrangements with other districts. This latter arrangement will require that learners be transported to an attendance center in another district or a center in own district which is also attended by learners from other cooperating districts.

All program units for both educable and trainable mentally retarded shall provide a full-day of instruction for learners. Exception will be only as listed below:

Individual learners who have been identified as being unable to cope with a full-day of instruction. The identification of learners receiving part-time instruction shall be through *organized staffing* by a Placement, Referral, and Promotion Committee composed of members such as Director of Special Education, school psychologists, school nurse, principal, teachers, etc.

Approved programs will be based on a program unit with qualified personnel. A program unit for educable shall not exceed one teacher per fifteen learners in a full day of instruction if the C. A. spread is 3 years or greater. One additional student may be added per each year the C. A. spread is reduced up to a maximum of 17 students per class. A program unit for the trainable shall not exceed a ratio of one teacher per 10 learners in a full day of instruction. Exceptions for exceeding the teacher learner ratio are as listed below:

a. Enrollments in trainable programs utilizing one teacher and one aide may be increased by special conference with state staff which results in written agreement prior to time application is to be submitted. Consideration will be given to facilities, centers of learning within the facility, age and developmental levels of learners, and training and competency of staff.

b. Enrollment in programs for educable may be increased through the use of aides only if a curriculum specialist or teaching supervisor who devotes time to instructional improvement and curriculum development as opposed to administrative responsibilities is available. Ratio of a full-time curriculum specialist to teachers shall not exceed one per 35 teachers while one per 25 teachers is to be preferred. The number of teachers with whom curriculum specialist works should remain flexible and dependent upon other variables as number of miles traveled between classes, other responsibilities, etc. A more comprehensive description of role of this individual and training requirements for this position may be found in the section on personnel and procedures for one-the-job training as listed in Part II of this manual.

c. Exceptions to class enrollments should also take into consideration the circumstance relating to a student who moves into a school district during the school year, and has been attending a special class prior to his move.

Programs shall be designed specifically for mentally retarded (either educable or trainable) with flexible limits to be determined by use of individual psychological evaluations given by school psychologists or clinical psychologists approved by the State Office. Other considerations which should be included in data used for staffing individual cases are the long range potential level of performance of the individual learner, present level of performance, social adjustment, related handicapping conditions, and a plan of continuing re-evaluation and staffing every three years or more often if individual behavior so indicates a necessity.

a. Educable mentally retarded program planning shall be for those individual learners with flexible I. Q. limits between 55 to 60 and 75 to 80 (as a result of the use of a battery of psychological instruments and techniques) who exhibit necessity for supervised semi-independent performance as a child and potential for semi-independent or independent adult living.

b. Trainable mentally retarded program planning shall be for those individual learners with flexible I. Q. limits between 30-35 and 50-55 (as a result of the use of a battery of psychological instruments and techniques) and exhibits potential which necessitates close supervision as a child and a plan of semi-dependent living as an adult.

Program units for educable mentally retarded shall be housed within a school plant that provides education services for regular education learners of comparable chronological age (See more detailed specifics under the section on facilities). Classroom size for special education containing 900 to 1200 square feet is required. However, upon special consideration a school may make

an appeal (prior to application) for using a facility which shall be at least the size of the average classroom within the building housing the special education program.

Program units for trainable shall be housed either within a wing of a regular education facility with learners of comparable physical size, in separate cottage housing, or within a complex of a sheltered work setting if program unit is for older teenage learners (See more detailed specifics under the section on facilities). Classroom size for special education containing 900 to 1200 square feet is required. However, upon special consideration a school may make an appeal (prior to application) for using a facility which shall be at least the size of the average classroom within the building housing the special education program.

Itinerant teaching units for educable mentally retarded shall have the use of a facility which permits small group or individual instruction, parental conferences, and teacher conferences (without interruption) within each facility in which participating learners are enrolled.

Teacher qualifications for approval shall be those listed in the current Certificate Handbook. Specialists in the curriculum development and instructional improvement shall be trained through in-service sessions organized as a part of statewide curriculum activities. Continued approval of programs shall be based on teacher participation in a minimum number of in-service hours. Part of the in-service hours shall be taken during intensive summer sessions which provide college credit.

Special Education reimbursement shall be as outlined in current publication, "Amounts and Types of State Reimbursement Available to Public Schools for Special Education Services." (Provided, however, that special classes for mentally retarded children of less than five students shall not be eligible for full reimbursement unless with special prior approval.) Special Education personnel and learners shall also be used in computing Foundation Funds for sponsoring school district. Title funds and special grants shall also be used as long as there is no duplication of funding sources and are so indicated on program applications.

Applications by local district for prior approval of special education programs for the coming school year shall be made to the State Office before July 1 of each year, as required by statute.

a. Initial approval for the encumberance of funds cannot be given unless application is accompanied by name of professional staff for each program unit.

b. State Office shall be notified in writing of changes in professional personnel after initial application and approval have been made.

c. Team teaching program applications shall include all personnel (including non-certified) and specialists working part time in the program. Application for team teaching units should designate one teacher as the master teacher who will coordinate team planning. (See section on Administrative Organization in Program Planning and Development Manual for more detailed duties and responsibilities of personnel.)

Applications for administrative organizations other than those outlined in Program Planning and Development Manual shall file a written summary to be staffed with personnel prior to submission of application for approval. It should be noted that administrative variations are encouraged, but that school must show that their intent is to strengthen quality of instruction for the mentally retarded.

Educable mentally retarded learners completing program of studies in a State approved program shall receive the same kind of graduation recognition other students receive upon completion of other programs.

All school districts shall file with the State Office (on School District Organization Report), a plan of implementation of the mandate in mental retardation. This plan shall be submitted either by a single district or a cooperative group of districts.

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